Oak Class - Autumn 2 Term Overview 2026

	1	2	3	4	5	6	7
WRITING	**The Lost Thing** **Narrative Outcome: Return Narrative** **Purpose: To narrate** Use of relative clauses beginning with who, which, where, when, whose, that or an omitted relative pronoun Use expanded noun phrases to convey complicated information concisely Develop understanding in using devices to build cohesion within a paragraph Indicate grammatical features using dashes to indicate parenthesis Indicate grammatical features using commas to indicate parenthesis			**The New Girl** **Non-fiction Outcome: Letter** **Purpose: To recount** Using relative clauses beginning with who, which, where, when, whose, that or an omitted relative pronoun Using modal verbs to indicate degrees of possibility Using brackets to indicate parenthesis Using commas after fronted adverbials (Y4 consolidation)			
CLASS NOVEL	**The Boy at the Back of the Class – Onjali Q. Raúf** ***Develops understanding of refugee experiences through a child's perspective.***	**A Kind of Spark – Elle McNicoll** ***Provides authentic disability representation whilst exploring justice, identity and belonging.***					
READING	**Book of Dust**	**Football**			**Christmas in WWII**		
SPELLING	**Words with an /oa/ sound spelled 'ou' or 'ow'**	**Words with a 'soft c' spelled 'ce'**	**Challenge Words 6.10**	**Words with the /f/ sound spelled 'ph'**	**Challenge Words 6.12**	**Words ending in 'ably'**	**Words with the suffix '-ible'**
MATHS	**Money**		**Negative numbers**		**Short multiplication and division**		
SCIENCE	**Materials: Properties and Changes** To describe a broader range of materials and their properties, including hardness, solubility, transparency, conductivity and response to magnets. To know: Dissolving, mixing and changes of state are reversible changes; Some changes result in the formation of new materials, which are usually irreversible (e.g. burning, rusting, the action of acid on bicarbonate of soda).						
RE	**What does it mean to be a Muslim in Britain today?** To extend their learning about Muslim beliefs about God, the Prophet and the Holy Qur'an. To find out about Muslim sources of authority and how they guide daily living for believers. To learn about ibadah and links to the Five Pillars, festivals, and places of worship. To learn about submission, obedience, generosity, self-control and worship; making clear links to how these are lived out in the lives of Muslims today. To spend time finding out about the lived experience of Muslims in Britain today.						
FRENCH	**Bon Appetit!** Classroom commands: Ecrivez (write), ouvrez (open), firmez (close), lisez (read).						
MUSIC	**Film Music** Identify how different styles of music contribute to the feel of a film. Participate in discussions, sharing their views and justifying their answers. Use the terms 'major' and 'minor'. Identify different instruments to describe how music evokes different emotions. Identify pitch, tempo and dynamics and use these to explain and justify their answers. Give reasonable and thought-out suggestions for what different graphic scores represent. Use their body, voice and instruments to create sounds to represent a given theme. Create a musical score to represent a composition. Interpret their graphic score and perform their composition appropriately with their group. Create sounds that relate to the scene of a film.						
PSHE	**The Online World: How Am I Influenced by What I See Online?** Considering how online content can influence choices by examining advertising, influencers and persuasive techniques used online.						
PE	**Real Dance- Provide Helpful Feedback** Artistry Partnering Circles Shapes						

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ART							
HISTORY	**Were the Vikings raiders, traders or something else?** Explain where the Vikings came from and why they invaded Britain. Sequence events according to their significance for groups of people. Find evidence and make inferences from sources. Name Viking trade routes. Explain why trade routes were important to the Vikings. Identify the differences between Viking sagas. Evaluate the impact of Viking achievements.						
GEOGRAPHY		**Why Does Population Change?** Identify the most densely and sparsely populated areas. Describe the increase in global population over time. Begin to describe what might influence the environments people live in. Define birth and death rates, suggesting what may influence them. Define migration, discussing push and pull factors. Explain why some people have no choice but to leave their homes. Describe the causes of climate change, explaining its impact on the global population. Suggest an action they can take to fight climate change. Calculate the length of a route to scale. Follow a selected route on an OS map. Use a variety of data collection methods, including using a Likert scale. Collect information from a member of the public. Create a digital map to plot and compare data collected from two locations. Suggest an idea to improve the environment.					
COMPUTING				**Online Safety** Investigating online communication, personal privacy and the impact technology can have on health and wellbeing.			
DT						**Textiles: Stuffed Toys** Developing textile and sewing skills by designing and making a stuffed toy using fabric and decorative techniques.	